

Principles of clinical teaching

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Outline

- Instruction methods
- Principles of learning
- The Learning Pyramid
- Principles of good teaching
- Clinical competencies
- Teaching physical examination skills
- Teaching clinical skills in hospital setting
- Clinical learning cycle

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What is Clinical Teaching?

Where does it take place?

When does it take place?

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Instruction methods

- **Bedside teaching**
- **OPD, OR, LR**
- **Ward rounds**
- **Independent patient contact**
- **Simulation, Role play**
- **Case discussion**
- **Home visit**
- **etc**

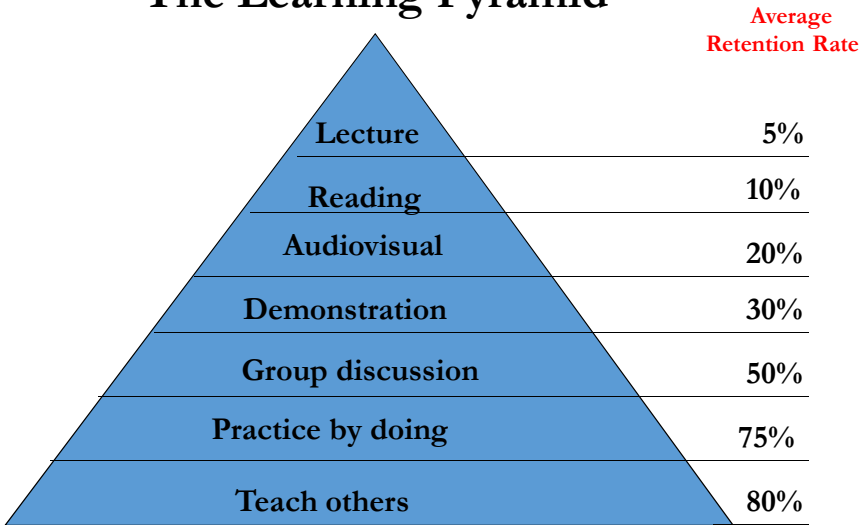
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Principles of learning

- Learning climate
- Internal motivation
- Meaningful learning
- Learning objective
- Identify resources
- Practice
- Reinforcement

The Learning Pyramid



Principles of good teaching

- Be enthusiastic
- Interested in the well-being of students
- Prepare for your teaching
- Authentic medical problems
- How to improve teaching and students' learning

• Ronald J Markert, 2001

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Clinical competencies

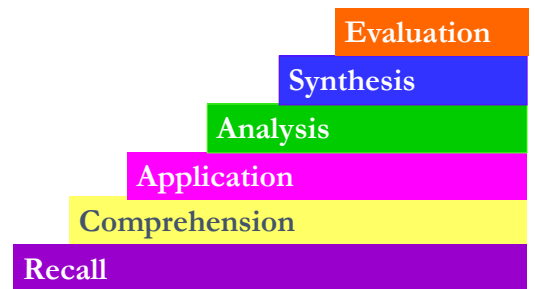
- **Factual Knowledge**
- Technical Skill
- Problem Solving Skill
- Communication Skill
- Manners & Etiquette

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Taxonomy

Cognitive domain



Bloom 1956

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Clinical competencies

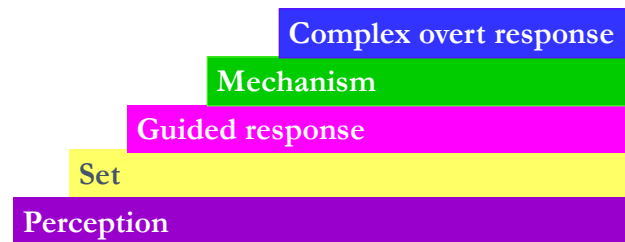
- Factual Knowledge
- **Technical Skill**
- Problem Solving Skill
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Taxonomy

psychomotor domain



Simpson

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Teaching physical examination skills

- Clear understanding of the task
- Supervised practice
- Direct experience
- Repetition
- Persistence

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In what may be called the *natural method* of teaching, the student begins with the *patient*, continues with the *patient*, and ends his studies with the *patient*, using books and lectures as tools, as means to an end.

Sir William Osler, 1904

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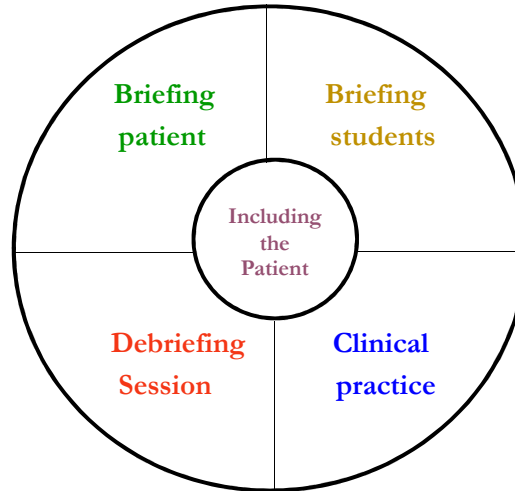
Teaching clinical skills in hospital setting

- Be **on time**
- Insist that **students** arrive **on time**
- **Plan** the clinical teaching session
- Involve the **patients**
- **Inform** the charge nurse
- Involve **all** the students
- Insist on a **standard format**
- Use a **problem –solving** approach
- Conduct **discussion away** from the patient
- Do **not try** to do **too much**

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Clinical learning cycle



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Briefing the patient:

- Explaining the purpose
- Seeking co-operation
- Negotiating roles
- Preparing patient

Briefing students:

- Providing a framework
- Generating ideas

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Clinical practice:

- Modelling appropriate behaviors
- Using questions

Debriefing:

- Analysis discoveries
- Discussing insights

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Pitfalls in Clinical Case-Based Teaching

- “Taking over” the case
- Inappropriate lectures
- Insufficient “wait-time”: 3-5 sec
- Pre-programmed answers
 - *What do you think is going on? Could it be an ulcer?*
- Rapid reward
 - Effectively shuts down the student’s thinking
- Pushing past ability
 - Persist in carrying the students beyond their understanding

Questions?

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